

St. Catherine University

SOPHIA

Masters of Arts in Education Action Research
Papers

Education

8-2014

High Student Achievement Through Classroom Management

Angela Lacher
St. Catherine University

Mary Zich
St. Catherine University

Follow this and additional works at: <https://sophia.stkate.edu/maed>



Part of the [Education Commons](#)

Recommended Citation

Lacher, Angela and Zich, Mary. (2014). High Student Achievement Through Classroom Management. Retrieved from Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/maed/61>

This Action Research Project is brought to you for free and open access by the Education at SOPHIA. It has been accepted for inclusion in Masters of Arts in Education Action Research Papers by an authorized administrator of SOPHIA. For more information, please contact amshaw@stkate.edu.

High Student Achievement Through Classroom Management

Mary Zich and Angela Lacher

Submitted on August 8, 2014

in fulfillment of final requirements for the MAED degree

St. Catherine University

St. Paul, Minnesota

Advisor_____

Date_____

Abstract

The purpose of this research study was to find to what extent classroom engagement and behavior would be affected by the use of ClassDojo in a kindergarten and first grade classroom? This study was completed in a public elementary school and included 18 kindergarten and 20 first grade students. Data sources included: an observational record of students' on and off task behavior, monitoring students' Fix-It Plans and Office Discipline Referrals from the middle of the year to the end of the year, and ClassDojo totals for "Positive" and "Needs Work" points throughout the 6 week study. ClassDojo was presented to the students. They were introduced to their ClassDojo avatar and instructed how it earned points for both positive and negative behavior via the ClassDojo smart phone application. Data shows positive growth in student behavior and engagement. Study feedback indicates the value of adding ClassDojo to an existing behavior program.

Classroom Management

“Spare the rod, spoil the child” is a phrase used not that long ago when referring to classroom management. Modern educators have had to find more socially acceptable ways to manage a classroom. When classroom behavior is not managed effectively, learning suffers, not only for 1 child, but for the class as a whole.

This study took place in a school with 437 students in grade K-5. It included 18 kindergarteners and 19 first graders. These classes consisted of 16 girls and 21 boys. Out of the 37 students, 4 students had Individual Education Plans (IEPs) and received special education services. There were 7 students that received services in gifted education for advanced capabilities. Title I Reading teachers serviced 6 students who qualified. Prior to our study, 2 first grade students were on a plan for behavior modification.

Like many early elementary classrooms, a great deal of time was being spent teaching and re-teaching appropriate classroom behaviors. Both classroom teachers felt they were losing valuable instruction time due to continuous disruptions of inappropriate behavior and sought to increase student performance through improved classroom management.

The key to high student achievement is classroom management because students do not learn well in a poorly managed classroom (Marzano & Marzano, 2003). Oliver, Wehby, & Reschly (2011) explain that when teachers spend a great deal of time controlling disruptive behavior they take time away from academic instruction. They define classroom management as “a collection of non-instructional classroom procedures implemented by teachers in classroom settings with all students for the purposes of supporting prosocial behavior and preventing and reducing inappropriate behavior” (pp.

Classroom Management

7-8). Studies show that implementation of a classroom management system has a positive effect not only on reducing disruptive behavior but also on improving academic scores (Oliver, Wehby, & Reschly, 2011; Wong & Wong, 2001). Research indicates that the more time students spend actively engaged in learning activities the higher their academic performance (Wong & Wong, 2001). Teachers with good classroom management skills increase both student engagement and success.

According to Marzano & Marzano (2003) a strong teacher-student relationship is the foundation for effective classroom management. By actively engaging specific strategies and behaviors, the teacher-student relationship is not left to chance (Marzano & Marzano, 2003). Teachers have the ability to actively create a positive classroom dynamic that will support student learning (Marzano & Marzano, 2003).

Curriculum and Programs for classroom management look at the “big picture”. They involve multiple parts and are relatively all encompassing. Teachers use assessments to guide instruction. “Assessments can let teachers know what information needs to be reviewed or retaught. If a large group of students does not do well on a particular assessment, the teacher knows that that information needs to be revisited” (Marzano, 2010, p. 163). The same concept can be applied to behavior. If students are not engaged in learning or not using appropriate behavior, teachers know that the expectations and procedures need to be revisited. Using a curriculum such as Second Step Skills for Social and Academic Success by The Committee for Children in K-5 is an option to develop this knowledge (“Second step,” 2014). In addition to the curriculum, The Committee for Children website provides information on empathy, emotion-management, problem-solving skills, self-regulation skills, and executive-function skills,

Classroom Management

which will prepare your students to learn whatever they need to; from social emotional skills to math and science (<http://www.cfchildren.org>).

School-wide programs are another way of achieving classroom management. Positive Behavior Support (PBS) strategies promote dealing with problem behaviors in a school-wide setting (McKevitt, Dempsey, Ternus, & Shriver, 2012). PBS has 5 key elements: creating common expectations; teaching expectations to students; acknowledging behavior that meets expectations; imposing consequences for behavior that does not meet expectations and collecting data and making decisions based on that data. Teacher training and ongoing support is key to successful implementation. The goal of PBS is to create a positive culture for both adults and children. “PBS is rooted in a philosophy that includes positive reinforcement for engaging in desired behaviors” (McKevitt, Dempsey, Ternus, & Shriver, 2012, p. 18).

Another interesting program currently used is ENVoY. According to ENVoY’s developer Michael Grinder (1995), 82% of communication in the classroom is non-verbal. His program teaches how to use nonverbal techniques to increase productivity and classroom climate. These techniques assist in building a strong teacher-student relationship. This relationship allows teachers to reinforce consistent and fair classroom expectations (Grinder & Associates, 2014).

Techniques and strategies help teachers in classroom management while supplementing their current curriculum. “Teachers can make a difference in student behavior, students must be treated with dignity and respect, what happens in the classroom can help any student learn to be more independent and responsible” (Sprick, 2012, p. vii). Educators often focus on how students behave and what they can do to

Classroom Management

change them. Simpson and Allday (2008) take a look at modifying teacher behavior instead. By using 4 key components: Preparation, Initiation, Expectation, and Reinforcement Ratio (PIE-R²) teachers can adapt their own performance to improve academic success and behavior management. "PIE-R² is a simple acronym meant to encourage teachers to prepare for the school day, initiate teacher-student interactions, expect students to perform at their highest potential, and positively reinforce appropriate behavior through the use of verbal statements" (Simpson & Allday, 2008, p. 11).

"Embracing organization supports effective instruction and helps make classrooms places where children are valued" (Diller, 2008, p. 10). Teachers prepared to maintain a brisk lesson pace can decrease the opportunity for student misbehavior (Simpson & Allday, 2008). "Teaching in a well-organized area facilitated more effective (and efficient) instruction" (Diller, 2008, p. 3).

When teachers use strategies including appropriate level of dominance, establish clear expectations and consequences, and establish clear learning goals, strong teacher-student relationships will be formed (Marzano & Marzano, 2003). Teachers should also exhibit assertive behavior, use appropriate levels of cooperation, take a personal interest in students, use equitable and positive classroom behaviors and have an awareness of high-needs students (Marzano & Marzano, 2003). "Great teachers know that it's harder to reach some students than others. But they also know, instinctively, that it's possible to engage almost any young person" (Liesveld & Miller, 2005, p. 18).

Good teachers model expectations before they believe students will perform them. "Many teachers and schools practice lining up for fire drills and make sure everyone knows the routine for finding the right bus at the end of the day, but they rarely think

Classroom Management

about how to teach the behaviors and skills that help students concentrate, focus, and learn” (Lemov, 2010, p. 158). There are many techniques that help with behavior management. There are 5 key behaviors that maximize students’ ability to pay attention in the acronym SLANT: sit up, listen, ask and answer questions, nod your head, and track the speaker. (Lemov, 2010, p. 159). “Promoting active listening is critical because it is the doorway to understanding. Whether in social settings, at work, or with family and friends, not ‘getting it’ can cause serious problems” (Pearson, 2000, p. 7.2).

Moffat (2011) recommends using Behavior Specific Praise (BSP) statements at schools to contribute to a positive learning environment. BSP statements give an explicit reason for the praise such as, “You used an appropriate voice level when asking that question.” Using praise immediately following behavior increased teacher use of praise statements as well as increased students’ use of positive behaviors (Moffat, 2011).

“Identifying responses to misbehaviors before they occur leaves more time and energy for the fun aspects of teaching – such as interacting with students when they are behaving responsibly” (Sprick, 2012, p. 841). However, at times a behavior intervention may be required for high-needs students. Burley & Waller (2005) state “interventions may include any one or combination of the following behavior intervention: parent training, teacher training, cognitive strategy training, and medication”. An intervention should not be the end of the interaction. Problem solving should follow an interaction to avoid the repeated need for intervention. “Problem solving involves the act of defining or determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; or using multiple perspectives to uncover the issues related to

Classroom Management

a particular problem, designing an intervention plan and then evaluating the outcome” (Hattie, 2009, p. 210).

The use of technology in the classroom is becoming extremely common. Teachers can have instant access to programs and applications designed to aid in classroom management by using devices such as smartphones and tablets. Applications such as ClassDojo and TeacherKit allow a teacher the ability to give students both immediate and long-term feedback for both positive and negative behavior. They also allow this data to be easily shared with other staff and parents. The ability to show a student that they have used an inappropriate voice level 12 times in a week can be a very effective way to bring this behavior to the student’s attention. The teacher can now address this problem and the student can receive immediate feedback via the app when they are using an inappropriate voice level. This creates an environment where the student can take control of their own behavior and make improvements.

While ClassDojo and TeacherKit address a wide range of behaviors other apps such as Too Noisy focus on just a single aspect, overall classroom noise level. These applications can be a very useful tool for assisting the teacher in managing classroom behaviors. According to the ClassDojo website,

in some classrooms, more than 50% of class time is spent managing behavior rather than delivering instruction.... Specific positive reinforcement helps students develop a sense of purpose in the classroom, enhancing intrinsic motivation over time. By giving students visibility and data on their own behavior, ClassDojo makes class less disruptive and creates a more positive learning environment (Class Twist Inc., 2013).

Classroom Management

Technology gives the teacher the ability to perform tasks in seconds that would take hours or even days to do by hand. Recording and compiling behavior data into graphs and charts can be done with a few clicks while not even interrupting instruction. These technologies can also be used alongside or in conjunction with many of the other available programs and strategies.

Both parents and teachers have the same goal for students. They want students to succeed. By approaching all parents with this assumption, a teacher is able to work cooperatively and professionally with them (Breux, 2003). Studies have shown that when parents are involved in their children's education they not only improve academically, but also show improved behavior. This has been shown to be true regardless a student's income level or background (Henderson & Mapp, 2002). Teachers and parents working as a team establish clear goals and expectations that promote student success.

Research indicates that the more time students spend actively engaged in learning activities the higher their academic achievement (Wong & Wong, 2001). Oliver, Wehby, and Reschly's (2011) research showed a positive effect in all 12 classrooms where a form of classroom management was implemented in comparison to the control classrooms.

The form of classroom management did not have a significant effect on the amount of improvement (Oliver, Wehby, & Reschly, 2011). Therefore, teachers using classroom management can expect improved student behavior that will allow for more effective academic instruction (Oliver, Wehby, & Reschly, 2011).

In order to improve classroom behavior management, the teachers chose to implement ClassDojo along with the existing school wide behavior programs. ClassDojo

Classroom Management

addresses a wide variety of behaviors and allows the students to take control of their own behavior and make improvements. This paper will answer the question: To what extent classroom engagement and behavior would be affected by the use of ClassDojo in a kindergarten and first grade classroom?

Description of Process

A total of 7 data sources were used to collect information during this 6-week study. These data sources included a pre and post Observational Record, Fix-It Plans, Office Discipline Referrals, Middle and End of Year Behavior Tiers, student feedback surveys and parent feedback surveys, and behavioral data recorded from ClassDojo. During the first week of research, a classroom aide in a kindergarten room and a student teacher in a first grade room kept track of 3 randomly chosen students' behavior for 5-minute intervals. They recorded on and off task behavior during a 30-minute period of their regularly scheduled reading time on the Observational Record (see Appendix A). After the data was collected, the students were introduced to the ClassDojo Application by watching the introductory video located on the ClassDojo website. A class discussion followed regarding the positive and negative behaviors teachers would be watching for throughout the day.

Following the video and discussion students were given their own avatar in the form of a ClassDojo monster and were told how that avatar earns points each day. The avatars and students were assigned random numbers and each student and their guardian were given that number as shown in Figure 1.

Classroom Management

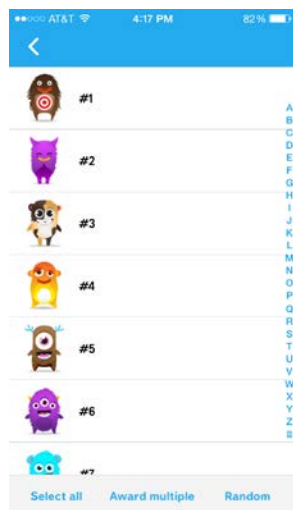


Figure 1. ClassDojo Application Avatars with Student Numbers.

Students followed the previously set procedures during reading while teachers utilized the ClassDojo Application on their smart phone. Teachers awarded the students both positive and negative points by choosing the child's number and selecting either "positive" or "needs work" on the menu. Following this they chose the appropriate category and gave the student points displayed in Figure 2 and Figure 3. Figure 2 indicates the positive points students earned for the following behaviors: being on task, using an appropriate voice level, remaining in their spot, working hard, using teamwork, making timely transitions, helping others, or taking care of belongings. Figure 3 indicates the areas that students need to work on to improve their behavior such as being off task, using an inappropriate voice level, being out of their spot, not making timely transitions, not taking care of their belongings, hurting others, being disrespectful, or talking out of turn.

Classroom Management

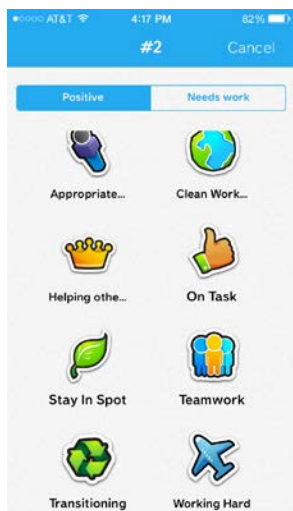


Figure 2. ClassDojo Application Positive Point Screen Shot.

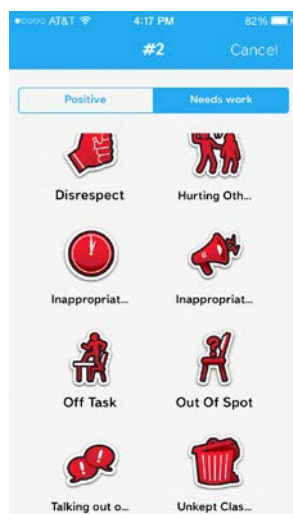


Figure 3. ClassDojo Application Needs Work Point Screen Shot.

The ClassDojo website was open on the teacher's computer and minimized therefore allowing the teachers to be able to use their ActiveBoard for regular instruction throughout the day. The computer was connected to the ActiveBoard sound system. This method allowed students to hear the dings for positive points or the buzz for negative points. Next, these audio cues were introduced to students that would signal the times that they were earning both positive and negative points. Teachers were able to choose to award points randomly or award points as needed to help direct the behavior of

Classroom Management

the students through the use of these sound signals. The other ClassDojo feature they utilized often was awarding the entire class points when the opportunity arrived.

The student totals were not displayed on the ActiveBoard throughout the day. Therefore, students could not see who were earning points. Then, students were given a goal of positive points to strive to earn each day. The totals were displayed on the ActiveBoard at the end of the morning before lunch. This allowed students to determine what changes they would make to their behavior in the afternoon to meet their goal. Point totals were also displayed on the ActiveBoard at the end of the day for students to check if they achieved their point goal.

Finally, the teachers emailed the students' parents a code to use so they could check their child's daily ClassDojo data for reinforcement at home. Teachers were able to send parent reminders to check ClassDojo from the ClassDojo Website.

Throughout the week, teachers could display the Whole Class Reports as displayed in Figure 4 to show students how they are doing as a class. Teachers would randomly offer rewards to students who achieved their daily goal. A few examples of rewards included getting ready to go home first, high 5's, handshakes, stickers, and treasure box items.

This process continued daily for 6 weeks. During this 6 week process teachers continued their regular use of their school's PBS policies including the use of 30-Second Interventions, Fix-It plans, and Office Discipline Referrals for major student offences (see Appendices B – D). Teachers also continued their weekly lessons in Second Step Skills for Social and Academic Success as well as the use of Behavior Specific Praise statements. They utilized ClassDojo throughout the day awarding points for a variety of

Classroom Management

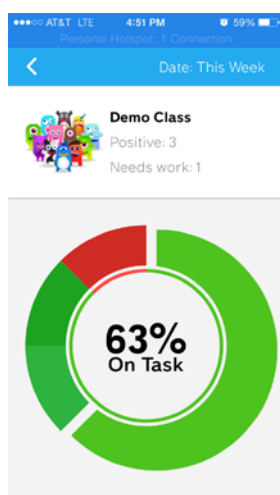


Figure 4. ClassDojo Application Example of Whole Class Percent Positive Graph.

skills such as: lining-up, walking in the hallway, joining the class at the rug, and getting started right away. Teachers reviewed previously taught procedures as needed such as reminding students to track the speaker during direct instruction.

During the final weeks of ClassDojo, both students and parents were given an opportunity to give feedback regarding the implementation of ClassDojo (see Appendices F and G). The students took the survey in the computer lab. The teacher and the computer lab instructor had prepped the lab to have the survey on the screen before the child was seated at their assigned computer. The teacher read the questions aloud and had students click the answer. When the students answered the question, they would give the teacher a thumbs-up to signal they were ready to hear the next question. The teacher would read the question, give examples of what it meant, or reword it for students who were unsure how to answer the question. The class continued this format until all 10 questions were completed. The parents were simply emailed the link and asked to complete the survey. At the end of the study, the teachers administered the Observational Record for a final time (see Appendix A). The same randomly chosen students from the

Classroom Management

first week of data were used for the assessment. They were observed during the same 30-minute period of reading time at the end of the 6-week study (see Appendix A). This ClassDojo data was collected and analyzed along with the data from Office Discipline Referrals, Fix-It Plans, and Classroom Behavior Tiers (see Appendices C - E) to determine the effectiveness of ClassDojo.

Analysis of Data

Overall, the results in both classrooms were positive. The preliminary results in our Observational Record showed that students were on task only 57% of the time (see Figure 5). At the end of the study following 6 weeks of the implementation of ClassDojo, the same students were on task 93% of the time (see Figure 6). This is especially impressive considering the end of the study coincided with the end of the school year which is a time of year when teachers often see an increase in off task behaviors.

Observational Record		
Classroom: <u>First Grade (9:00-9:30)</u>		Date: <u>4/7/14</u>
Students being observed:	<u>#6</u> <u>#9</u> <u>#20</u>	
Classroom: <u>Kindergarten (9:30-10:00)</u>		Date: <u>4/7/14</u>
Students being observed:	<u>#1</u> <u>#10</u> <u>#18</u>	
Time:	On Task:	Off Task:
9:00	#6, #20	#9
9:05	#6, #20	#9
9:10	#9	#6, #20
9:15		#6, #9, #20
9:20	#6, #9, #20	
9:25	#6, #20	#9
9:30	#6, #20	#9
	#1, #10, #18	
9:35		#1, #10, #18
9:40	#10, #18	#1
9:45	#10, #18	#1
9:50	#1	#10, #18
9:55	#1, #18	#10
10:00	#1, #18	#10
Total:	24/42 = 57%	18/42 = 43%

Figure 5. Preliminary Student Observational Record of On and Off Task Behavior.

Classroom Management

Observational Record		
Classroom: <u>First Grade (9:00-9:30)</u>	Date: <u>5/21/14</u>	
Students being observed: <u>#6</u> <u>#9</u> <u>#20</u>		
Classroom: <u>Kindergarten (9:30-10:00)</u>	Date: <u>5/20/14</u>	
Students being observed: <u>#1</u> <u>#10</u> <u>#18</u>		
Time	On Task	Off Task
9:00	#6, #9, #20	
9:05	#6, #9, #20	
9:10	#6, #9, #20	
9:15	#9, #20	#6
9:20	#6, #9, #20	
9:25	#6, #9, #20	
9:30	#6, #9, #20	
9:35	#1, #10, #18	
9:40	#1, #10, #18	
9:45	#1, #18	#10
9:50	#1, #18	#10
9:55	#1, #10, #18	
10:00	#1, #10, #18	
Total:	39/42 = 93%	3/42 = 7%

Figure 6. Final Student Observational Record of On and Off Task Behavior.

Prior to introducing and implementing ClassDojo the teachers used the application simply to record student behaviors. This was done over a 1 week time period (see Figure 7). Figure 7 shows a doughnut chart where all green sections represent “Positive” behavior points earned and all red sections represent “Needs Work” behavior points earned during Week 1. The inner circle of the chart displays the “Positive” percentage as well as the “Needs Work” percentage. While the outer circle of the chart displays the breakdown of the points awarded during that week. Figure 8 shows a doughnut chart formatted the same way using data from the Final Week of research.

The results as shown in Figures 7 and 8 showed a slight increase in total positive behaviors from 90% positive to 91% positive. The teachers felt that subjectively the classroom behavior had improved and that the reason it was only a slight improvement was due to higher expectations of behavior. It was also noted that the total number of positive and negative points awarded increased towards the end of the study. The teachers felt that this increase in points earned was due to their own familiarity with the application. It may also have been from training themselves to incorporate carrying their smart phone into their daily routine. Teachers appreciated the opportunity to track how

Classroom Management

often they were giving positive praise. It was an easy way for them to monitor their own behavior throughout the day as well. Teachers also liked the ability to view how often they were awarding points and which students they had given points throughout the day.

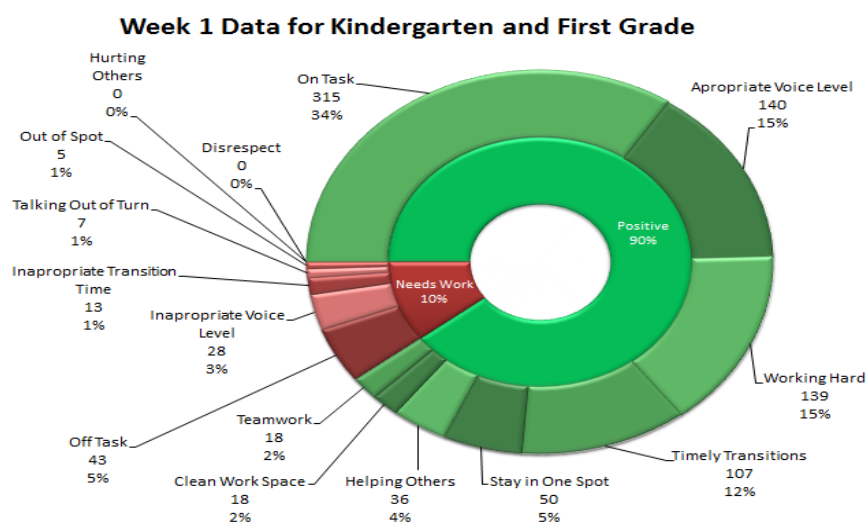


Figure 7. Week 1 of ClassDojo Data for Kindergarten and First Grade.

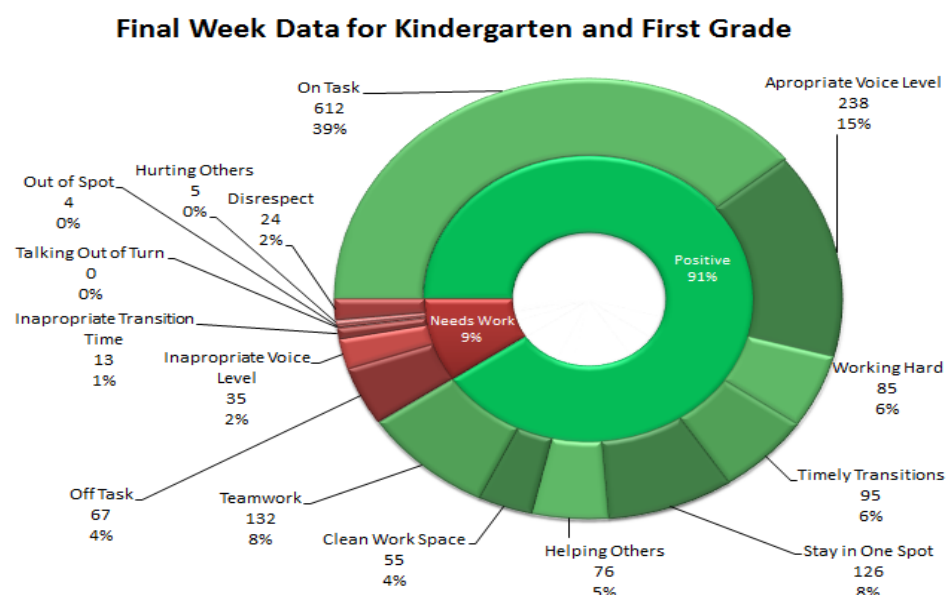


Figure 8. Final Week of ClassDojo Data for Kindergarten and First Grade.

The teachers noticed an almost immediate improvement in classroom behavior. Sound cues helped students track their behavior and made them acutely aware of their

Classroom Management

own actions. Students were excited to check their ClassDojo Avatar and see how many points they earned each day.

During grade level Professional Learning Communities (PLCs) a drop was noted in the number of student Fix-It plans and Office Discipline Referrals (ODRs) (see Figure 9). The Middle of the Year (MOY) data prior to our study shows students received 56 Fix-It Plans and 20 ODRs. The End of Year (EOY) data shows students received 9 Fix-It Plans and no ODRs (see Figure 10). At the end of the year 89% of the students were in Tier 1 requiring no additional classroom supports for behavior. Only 4 of the students were in Tier 2, which indicates they may need some supports from time to time in the classroom for behavior. The greatest celebration was that zero students were in Tier 3. This means that their next year's teachers would not require a behavior plan in place to support student behavior.

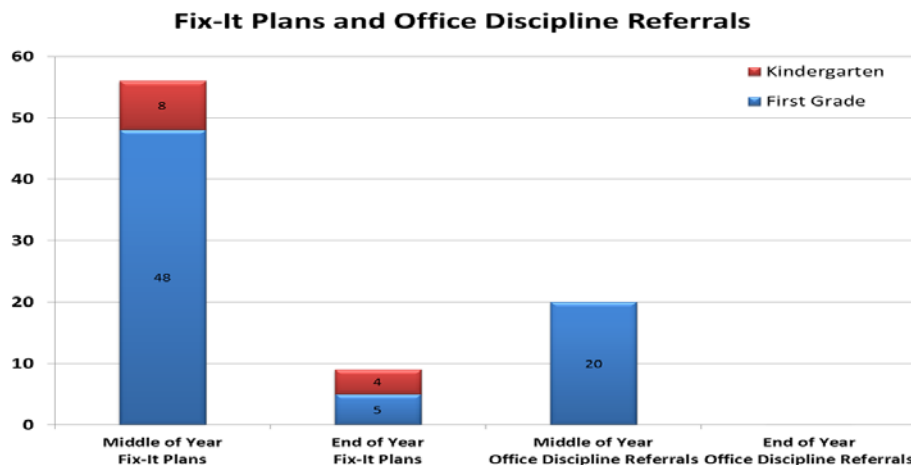


Figure 9. Kindergarten and First Grade MOY and EOY Fix-it and ODRs

Classroom Management

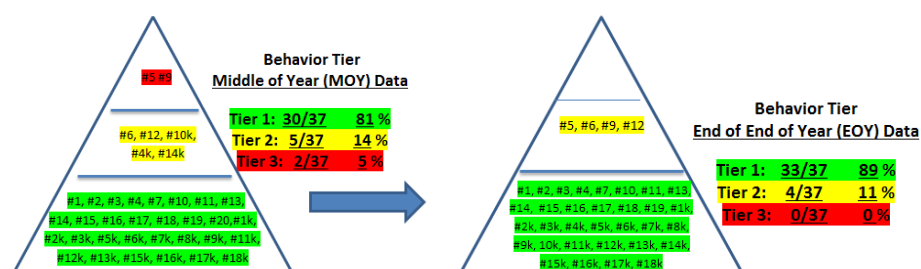


Figure 10. Kindergarten and First Grade End of Year Behavior Tier Data.

Students were asked questions to determine the overall opinion about ClassDojo's implementation as shown in Figure 11. Out of 37 students interviewed 32 of them said, "yes" their teacher gives them positive praise and 3 said, "sometimes." When asked if class behavior has improved since implementation 27 students felt "yes" and 7 felt "sometimes." Out of the 37 students 34 felt that ClassDojo helped the class become more "on task" and engaged in their learning. Only 3 students did not think the "needs work" sounds reminded them to be on task. All students said they work hard to earn positive points on ClassDojo. When asked if ClassDojo is a fun tool for classroom behavior management 32 students responded, "yes" and 4 said, "sometimes" it is fun. The most scattered results were about whether students said they discuss their ClassDojo score with their parents; 49% said, "yes," 27% said "sometimes," and 24% said "no." When asked if hearing the sounds reminded them to check their own behavior, 29 said "yes," 4 said "sometimes," and 4 said "no." It was reassuring to hear 32 say they were excited to have ClassDojo as part of their classroom, at least some of the time. Figure 12 shows students response about how often their parents check ClassDojo to see how they are doing at school. Unfortunately, 18 did not know and 1 said they never check it. A student said they check it once a month, 3 said once a week, and 14 said once an evening.

Classroom Management

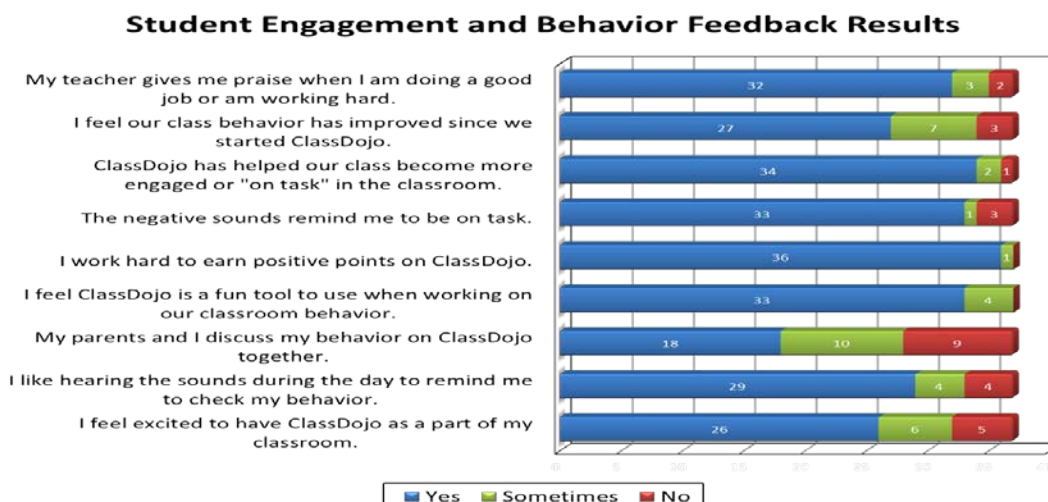


Figure 11. Student Engagement and Behavior Feedback Results.

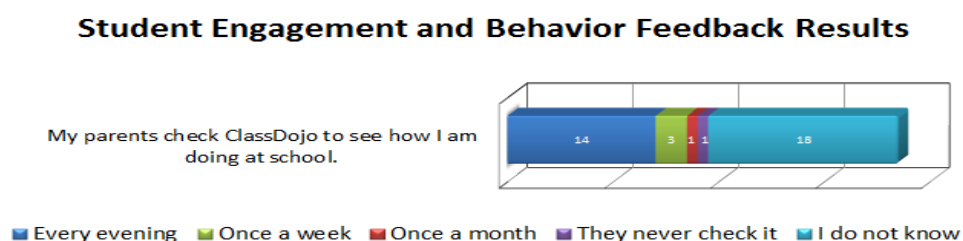


Figure 12. Student Engagement and Behavior Feedback Results (Continued).

Parents were also given an opportunity to give feedback on the implementation of ClassDojo. Feedback was received from 30 parents; 29 of the 30 valued the feedback given from ClassDojo. ClassDojo was preferred by 25 parents over other forms of behavior management and 26 of the 30 parents checked the ClassDojo website daily, weekly or multiple times a day or week. Parents commented to the teachers that they enjoyed checking online throughout the day to see how their child was doing at school and they liked that they were able to give immediate praise or retribution as a result at home (See Figures 13 and 14). The use of ClassDojo's parent login eliminated the need for the 2 students to continue to be on Behavior Intervention Plans, which were set up as a result of Middle Of Year data. These students' parents had the ability to monitor how their child was doing at school through ClassDojo rather than waiting to see teacher made

Classroom Management

behavior charts. Parents stated that they no longer needed the other forms of communication. To view the comments parents made regarding ClassDojo (see Appendix I).

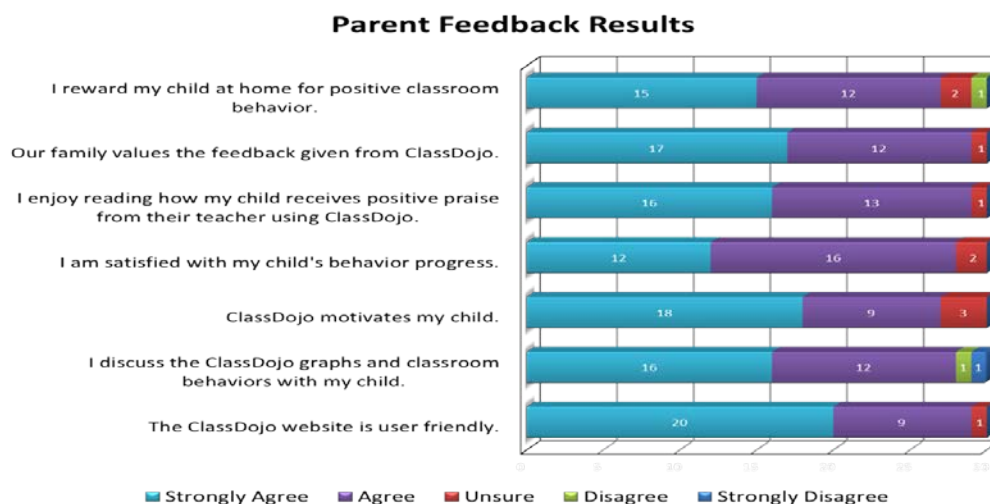


Figure 13. Parent Feedback Results.

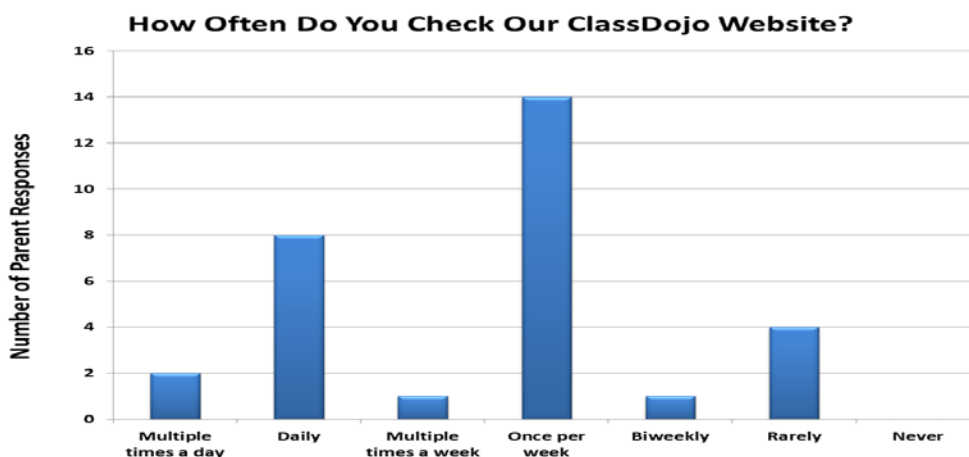


Figure 16. Parent Feedback: How Often Do You Check Our ClassDojo Website.

The analysis of the data revealed the positive impact ClassDojo has on classroom management. This positive impact was seen from the parents', students', and teachers' perspective. The percentage of positive points for the whole class increased as well as the number of "On Task" points. Implementing ClassDojo in the kindergarten and first

Classroom Management

grade classroom resulted in a reduction in the total number of Fix-It Plans and Office Discipline Referrals as well as improvements in behavior Tiers. After analyzing their data, the teachers discussed a plan for furthering their research.

Action Plan

Teachers have always modeled behavior and taught expectations to their students, however, it has not always been common practice to track student behavior and share this information with them. Future use of this application would do this daily. The use of ClassDojo brings behavior interventions into the 21st century. This technology allows students to take control of their own behavior and modify it to meet the needs of the classroom. The audio cues give teachers the ability to continue to teach when they would normally have to stop to verbally remind students. Computers, smart phones and tablets would become an integral tool used each day, which teachers would use to input and share student scores. Data from ClassDojo would be used to guide instruction and create behavior Tiers. Teachers would be able to record their students' behavior throughout the day instead of solely relying on memory. Parents would have the ability to check this progress at their convenience and discuss behavior with their children to become an active part of the learning process.

As stated earlier, the key to high student achievement is classroom management because students do not learn well in a poorly managed classroom (Marzano & Marzano, 2003). With ClassDojo's help students will make academic gains because less time will be lost in slow transitions, off task behavior, and inappropriate activities. If teachers can save just 5 minutes a day over the course of 180 instructional days, they will gain 15 hours of instructional time! Students can encourage each other to do their jobs at school

Classroom Management

and no longer have to put up with disrespectful behavior that wastes their own learning time. Students should feel secure knowing that everyone is expected to behave in a safe manner.

ClassDojo has many new features that could be put to good use by teachers to further their research investigation. “Trendsetter” is a feature that would enable teachers to see when students have the most difficulty and earn too many “Needs Work” points. This would allow them to make adjustments to schedules or teaching content to better suit students’ needs. Another new feature from ClassDojo is the “Shared Classes” tool. By simply clicking on the “Connect to Another Teacher” option and entering in their email address, a teacher could give another teacher the ability to give their class points. This would allow behavior consistency across the school with the teachers in music, library, gym, computer lab, playground, and even in the lunchroom. It would also permit middle school and high school teachers to effectively implement ClassDojo. Teachers would be able to view data and discuss with other teachers what works for them to help motivate and keep students engaged in their classrooms. The final new ClassDojo feature is “Messaging” this can be used if there is a student issue requiring parent attention and can be used for both positive and negative events. The notices can be sent right from the ClassDojo website. This feature may save teachers time when contacting parents.

To further investigate, teachers could study the existing data to find trends. For example, is ClassDojo more effective with Tier 3 students than Tier 1 students or is it more effective for male or female students? This information could be used to more successfully implement ClassDojo in combination with other behavior supports.

Classroom Management

Another option for furthering research is to collect data on ClassDojo over a longer period of time. Since it can take longer to track trends in behavioral changes, this may be beneficial for students. This would also reduce the behavioral anomalies caused by upcoming vacations, holidays or tests.

Further research investigation could also include tracking students' academic progress while using ClassDojo. This could show quantitatively how important classroom management is in regards to high student achievement. Teachers would expect to find a strong correlation between academic progress and students' on task behavior.

The teachers involved in this study were very satisfied with the use of ClassDojo and are looking forward to using ClassDojo in their classrooms next school year. They have already begun looking into the new features ClassDojo offers with the intention of implementing them in the fall. They are especially excited to further their research using the "Trendsetter" feature. Many of the teachers in the building learned of the ClassDojo research and began trying it out in their classrooms as well. Others are looking forward to getting ClassDojo set up next year. The school's behavior coach has expressed interest in incorporating ClassDojo into the schools Positive Behavior intervention and Support System (PBIS). As with most types of behavior management, it is difficult to tell if students are intrinsically motivated to do well or if they are simply working hard in order to earn positive rewards. With less time spent on behavioral expectations, the teachers felt that they had more time to create motivating and inspirational curriculum and lesson plans.

Classroom Management

To what extent classroom engagement and behavior would be affected by the use of ClassDojo in a kindergarten and first grade classroom? Students increased their total of “On Task” points. The Whole Class percentage of positive points increased as well. The most notable change was an 89% reduction in the total of Fix-It Plans and Office Discipline Referrals from the middle of the year to the end of the school year. In addition, parents, students and teachers fully support the use of ClassDojo. It is evident that this piece of technology, when used in conjunction with existing school-wide behavior programs, has a positive effect on both classroom behavior and student engagement.

References

- Breaux, A. L. (2003). *101 Answers for new teachers and their mentors*. Larchmont, NY: Eye On Education, Inc.
- Burley, R., & Waller, R. J. (2005). Effects of a collaborative behavior management plan on reducing disruptive behaviors of a student with ADHD. *Teaching Exceptional Children Plus*, 1(4) Article 2. Retrieved from <http://escholarship.bc.edu/education/tecplus/vol1/iss4/2>
- Class Twist Inc. (2013). ClassDojo. Retrieved from <http://www.classdojo.com/about>
- Class Twist Inc. (2014). ClassDojo (2.4) [iPhone application]. Retrieved from Apple iPhone App Store.
- Committee for children. (2014). *Second step skills for social and academic success*. Retrieved from <http://www.cfchildren.org/second-step.aspx>
- Diller, D. (2008). *Designing classrooms for literacy spaces & places*. Portland, ME: Stenhouse Publishers.
- Grinder, M., (1995). *Envoy: your personal guide to classroom management*. Battle Ground, WA: Michael Grinder & Associates.
- Grinder, M., & Associates. (2014). Envoy research. Retrieved from <http://www.michaelgrinder.com/education-professionals/envoy/program-research/>
- Hattie, J. (2009). *Visible learning a synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

Classroom Management

- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. *Southwest Educational Development Laboratory Annual Synthesis 2002*. Retrieved from <http://www.sedl.org/connections/resources/evidence.pdf>
- ITWorx Egypt. (2013). TeacherKit (1.5.2) [iPhone application]. Retrieved from Apple iPhone App Store.
- Lemov, D. (2010). *Teach like a champion*. San Francisco, CA: Jossey-Bass.
- Liesveld, R., & Miller, J. A. (2005). *Teach with your strengths*. New York, NY: Gallup Press.
- Marzano, R. J. (2010). *Formative assessment & standards-based grading classroom strategies that work*. Bloomington, IN: Marzano Research Laboratory.
- Marzano, R. J., & Marzano, J. S. (2003, September). The key to classroom management. *Educational Leadership*, 61(1), 6-13. Retrieved from <http://www.ascd.org/publications/educationalleadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>
- McKevitt, B. C., Dempsey, J. N., & Ternus, J., Shriver, M. D. (2012). Dealing with behavior problems: The use of positive behavior support strategies in summer programs. *Afterschool Matters*, 15, 16-25. Retrieved from <http://files.eric.ed.gov/fulltext/EJ980189.pdf>
- Moffat, T. K. (2011). Increasing the teacher rate of behaviour specific praise and its effect on a child with aggressive behaviour problems. *Kairanga*. 12(1), 51-58. Retrieved from <http://files.eric.ed.gov/fulltext/EJ935478.pdf>

Classroom Management

- Oliver, R., Wehby, J., & Daniel, J. (2011, June). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. *Campbell Systematic Reviews*. 2011.4 DOI: 10.4073/csr.2011.4
- Pearson, S. (2000) *Tools for citizenship & life: using the ITI lifelong guidelines & lifeskills in your classroom*. Kent, WA: Susan Kovalik & Associates, Inc.
- Simpson, R. G., & Allday, R. A. (2008). PIE-R2: The area of a circle and good behavior management. *TEACHING Exceptional Children Plus*, 4(4) Article 5.
Retrieved from <http://escholarship.bc.edu/education/tecplus/vol4/iss4/art5>
- Sprick, R. (2012). *Teacher's encyclopedia of behavior management*. Eugene, OR: Pacific Northwest Publishing.
- Walsall Academy. (2014). Too Noisy Lite (1.12) [iPhone application]. Retrieved from Apple iPhone App Store.
- Wong, H. K., & Wong, R. T., (2001). *The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

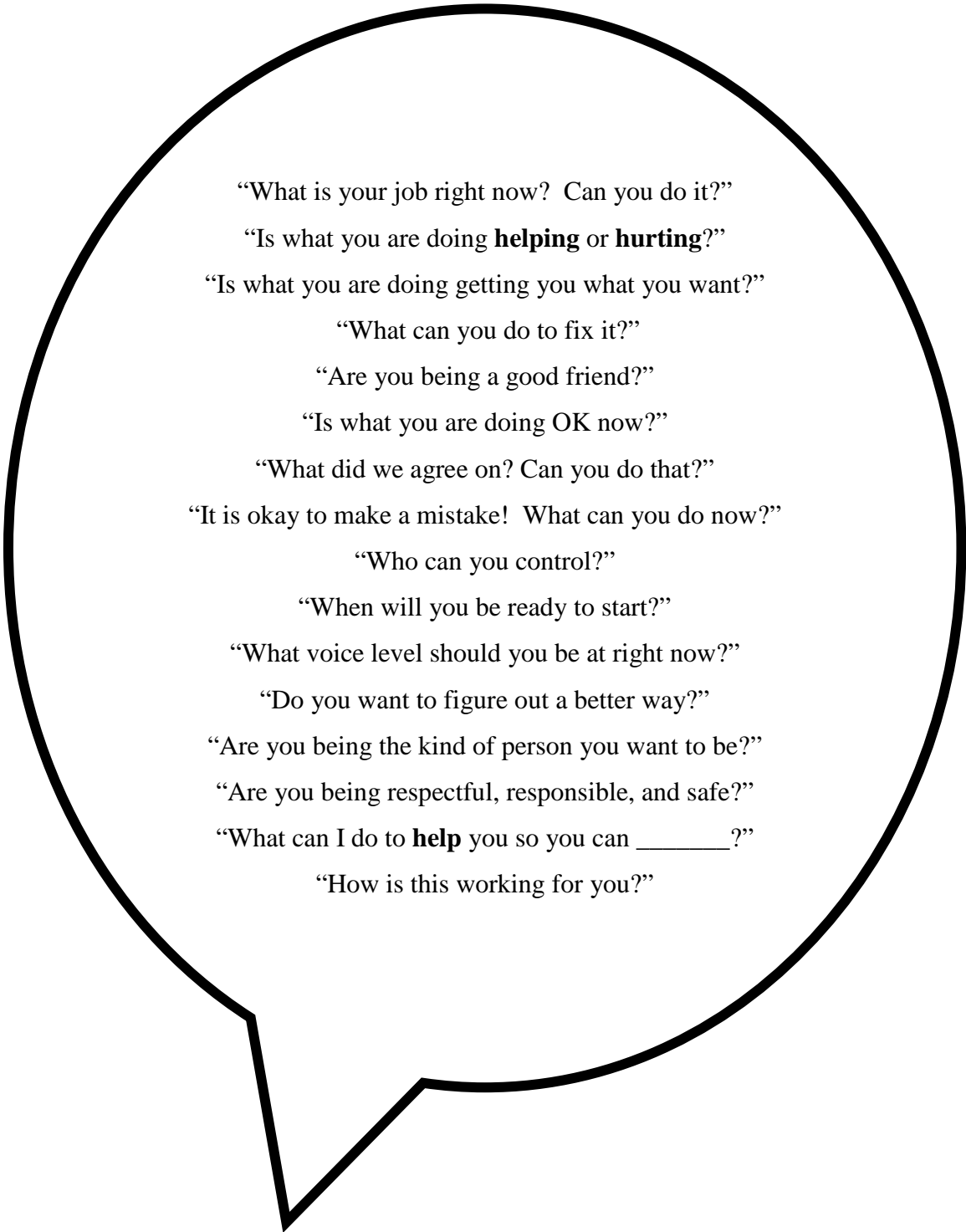
Appendix A

Observational Record**Classroom:** _____**Date:** _____**Students being observed:** _____**Classroom:** _____**Date:** _____**Students being observed:** _____

Time:	On Task:	Off Task:
9:00		
9:05		
9:10		
9:15		
9:20		
9:25		
9:30		
9:35		
9:40		
9:45		
9:50		
9:55		
10:00		
Total:		

Appendix B

30 – Second Intervention Examples



“What is your job right now? Can you do it?”

“Is what you are doing **helping** or **hurting**?”

“Is what you are doing getting you what you want?”

“What can you do to fix it?”

“Are you being a good friend?”

“Is what you are doing OK now?”

“What did we agree on? Can you do that?”

“It is okay to make a mistake! What can you do now?”

“Who can you control?”

“When will you be ready to start?”

“What voice level should you be at right now?”

“Do you want to figure out a better way?”

“Are you being the kind of person you want to be?”

“Are you being respectful, responsible, and safe?”

“What can I do to **help** you so you can _____?”

“How is this working for you?”

Appendix C

“Fix-It” Plan:

Student Name: _____ Date/Time: _____ / _____

Grade/Teacher: _____ Reporter: _____ Location: _____

Today I was not being...☐ Respectful☐ Responsible☐ Safe**My actions affected:**☐ Myself☐ Teacher☐ Property☐ Other students☐ Other adults**Here is what happened:** _____

I played a part in “Fixing” today’s problem and discussed better options to use in the future. I understand I am responsible for what I say and do. I will share this “Fix-It” Plan with my parents, so we can talk about how this plan is going to help me make better decisions in the future.

Student’s Signature: _____ Parent/Guardian Signature: _____

Our School is a Respectful, Responsible, and Safe learning community.

White: Teacher

Yellow: Parent/Guardian

Pink: Office

Rev. 6/10

Appendix D

Office Discipline Referral

Name of Student: _____ Grade/Teacher: _____

Reporter: _____ Incident Date: _____ Time: _____

Persons Involved: _____

Location:

- ☐ Office
☐ Cafeteria
☐ Classroom
☐ Hallway
☐ Gym
☐ Restroom
☐ Bus
☐ Playground
☐ Other _____

Bottom Line Behavior:

- ☐ Assault
☐ Alcohol / Drugs
☐ Harassment
☐ Weapons
☐ Vandalism
☐ Direct Defiance
☐ Theft

Function of Behavior:

- ☐ Obtain peer attention
☐ Obtain adult attention
☐ Obtain items/activity
☐ Avoid tasks/activities
☐ Avoid peer(s)
☐ Avoid adult(s)
☐ Don't know
☐ Other _____

What happened: _____

Action Taken:

- ☐ Meet with student
☐ Contact Parents
☐ Loss of Privileges
 o _____
☐ Meet with Parent
 o Date _____
 o Time _____

- ☐ In School Suspension
☐ Detention
☐ Out of School Suspension
☐ Refer to Child Study
☐ Refer to PYB
☐ Other _____

Parent Comments: _____

Parent Signature: _____

For Office Use Only:
 Reported By:
 Date/Time:

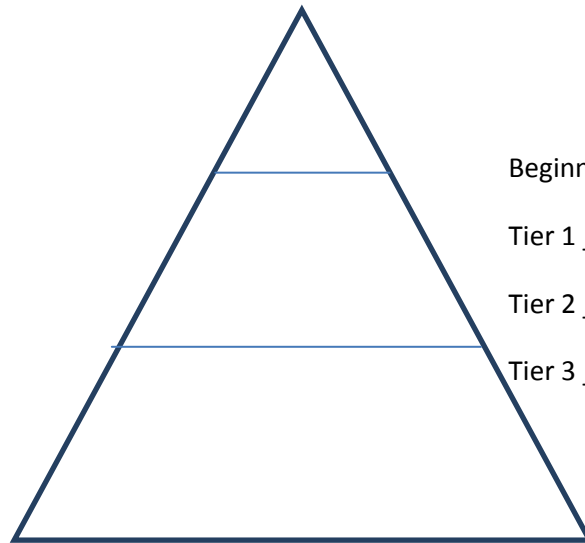
August 2010

White: Teacher

Yellow: Parent/Guardian

Pink: Office

Appendix E



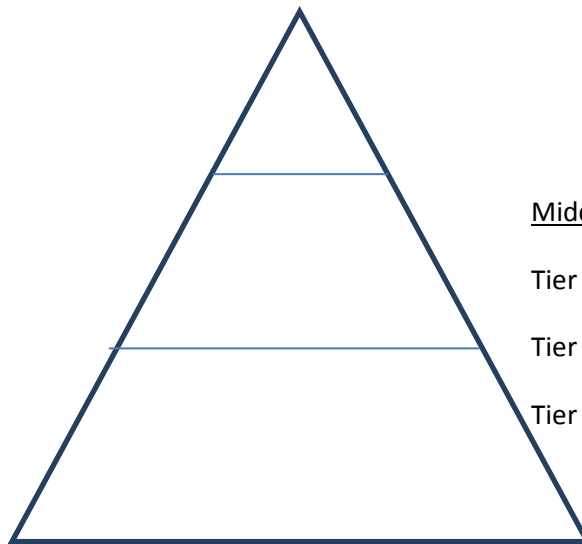
Behavior Tier

Beginning of Year (BOY) Data

Tier 1 ___/___ ___%

Tier 2 ___/___ ___%

Tier 3 ___/___ ___%



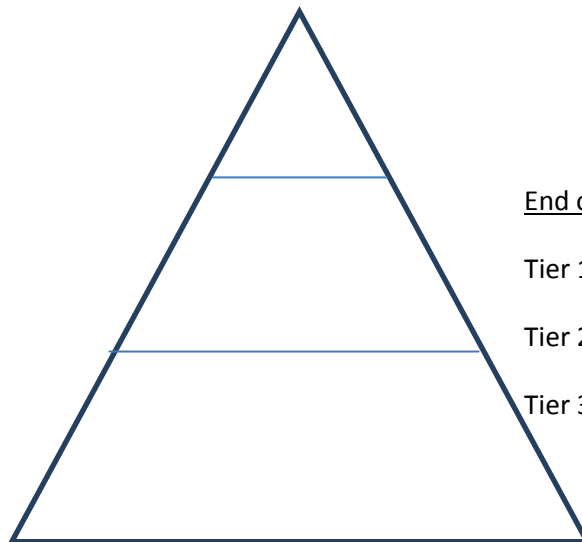
Behavior Tier

Middle of Year (MOY) Data

Tier 1: ___/___ ___%

Tier 2: ___/___ ___%

Tier 3: ___/___ ___%



Behavior Tier

End of Year (EOY) Data

Tier 1: ___/___ ___%

Tier 2: ___/___ ___%

Tier 3: ___/___ ___%

Appendix F

Student Engagement & Behavior Feedback**Q1***** 1. I feel excited to have ClassDojo as a part of my classroom.**

YES NO SOMETIMES

**Q2***** 2. My parents check ClassDojo to see how I am doing at school:**

every evening once a week

once a month

they never check it I

**Q3***** 3. I like hearing the sounds during the day to remind me to check my behavior.**

YES NO SOMETIMES

**Q4***** 4. My parents and I discuss my behavior on ClassDojo together.**

YES

NO SOMETIMES

**Q5***** 5. I feel ClassDojo is a fun tool to use when working on our classroom behavior.**

YES NO SOMETIMES



Appendix F (Continued)

Q6

*** 6. I work hard to earn positive points on ClassDojo.**

YES NO SOMETIMES



Q7

*** 7. The negative sounds remind me to be on task.**

YES NO SOMETIMES



Q8

*** 8. ClassDojo has helped our class become more engaged or "on task" in the classroom.**

YES NO SOMETIMES



Q9

*** 9. I feel our class behavior has improved since we started ClassDojo.**

YES NO SOMETIMES



Q10

*** 10. My teacher gives me praise when I am doing a good job or am working hard.**

YES NO SOMETIMES



Appendix G

Parent Feedback

1. The ClassDojo website is user friendly.

Strongly disagree disagree unsure agree strongly agree

2. I discuss the ClassDojo graphs and classroom behaviors with my child.

Strongly disagree disagree unsure agree strongly agree

3. ClassDojo motivates my child.

Strongly disagree disagree unsure agree strongly agree

4. I am satisfied with my child's behavior progress.

Strongly disagree disagree unsure agree strongly agree

5. I enjoy reading how my child receives positive praise from their teacher using ClassDojo.

Strongly disagree disagree unsure agree strongly agree

6. Our family values the feedback given from ClassDojo.

Strongly disagree disagree unsure agree strongly agree

7. I reward my child at home for positive classroom behavior.

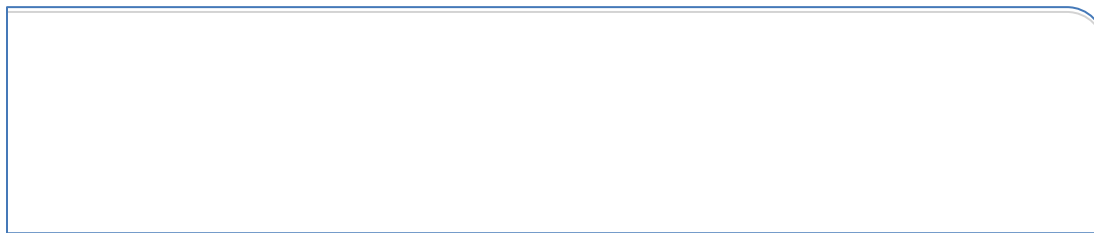
Strongly disagree disagree unsure agree strongly agree

8. Do you prefer ClassDojo to other forms of behavior management (Daily Behavior Sticker Charts, Daily Behavior Journals, Fix-It Forms, Office Discipline Referrals)?

9. How often do you check our ClassDojo website?

Appendix G (Continued)

10. Include any additional comments or suggestions you may have here.



Appendix I

Do you prefer ClassDojo to other forms of behavior management (Daily Behavior Sticker Charts, Daily Behavior Journals, Fix-It Forms, Office Discipline Referrals).	
Responses: (30 Total)	
13 - Yes	
1 - No	
Additional Positive Comments:	
This seems like it is more detailed because it only takes a moment to put a negative or positive feedback. We as parents get a better idea of when our child is on or off task.	
Yes. This is something that we as parents can monitor throughout the day and week.	
This has been wonderful, I was surprised how well my son responded to this	
Yes, this seems like a good way to use technology to share behavior information with the kids as well as the parents on regular basis.	
Its nice to be able to see how he is doing throughout the day. I also like to see the progress from week to week.	
We prefer Class Dojo.	
ClassDojo has really helped my child. He asks every day if he met his goal, infact it's usually the first thing he asks!	
I like the dojo much better then the others	
Yes I feel we can help reinforce behavior at home and see exact times of day our daughter struggles. We can see if she is staying on task or talking in an appropriate voice level.	
Yes I agree with the behavior management in the classroom.	
I do not prefer it, rather like ClassDojo in addition to those other forms of behavior management.	
I prefer class dojo as you get both positive and negative behavior information. Also the negative behavior is noted even when minor so I feel I have a better idea how my daughter is doing.	
Additional Neutral Comments:	
Not sure	
not sure	
To some degree. I think fix - it's and office referrals also have a place in the classroom.	
Nice, but would be better if more individual comments about child's behavior. When the entire class is marked for negative behavior, it demotivates ... needs to be more personalized.	

Include any additional comments or suggestions you may have here.	
Responses	
I wish there were some way to tell if any of the on tasks, off tasks, inappropriate voice levels and such were specifically for my child or if it were given as a class.	
my son comes home everyday and has us guess his score!	
My child is excited when she makes her weekly "goal" and is sure to share it with us. She is disappointed if she doesn't make her goal and encourages herself to try harder the next week.	
We like using this and it's nice that there I an app for on my phone.	
We think it is a good way to motivate our kid to do well in school and help the child to improve where he is lacking. Thank you.	
Mobile app is very handy	
Matthew talks about his behavior scores daily and it is very clear that this really motivates him!	
Thank you for all u guys to to keep us informed of our children's progress.	
My child loves coming home to show us her class dojo she is so excited! Its the first thing she does everyday!	
We really like the way that ClassDojo lets our daughter know immediately how she is doing and reminds her with the tones to fix her behavior if it is needed. She enjoys letting us know what her score was each day as well!! She gets very excited when she makes her goal!	
My daughter and I have set weekly goals. She's become much more aware of her actions and behaviors because of it. She also checks her progress daily on my phone to see how she did.	
Any positive behavior is such a great idea & works well for the classroom & teachers.	
It would be nice to see what time the behaviors are happening.	